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A survey was made to determine the community development programs presently being conducted in universities and colleges in each state of the North Central Association of Colleges and Secondary Schools. Replies were received from 53.4% of the 375 universities and colleges polled. The most specific question, on whether the institution has a community development department, received the lowest affirmative response (19%), and the least specific question, on whether community development is considered a responsibility of the institution, received the highest affirmative response (63%), showing there is a definite awareness of community development. Institutions differ in definitions and in extent of commitment to community development, but junior colleges show the most initiative. More interest was found concentrated in the Great Lakes states, and in institutions located near or in cities. Adult education programs, consultative services, and use of institutional facilities were frequently mentioned, but the survey indicates that the community development field is still changing. (Tables and questionnaire are included.) (jf)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# A SURVEY OF COMMUNITY DEVELOPMENT IN COLLEGES AND UNIVERSITIES

AC003 124

This survey includes only those higher institutions belonging to the North Central Association of Colleges and Secondary Schools

Conducted and produced during the 1965-66 school year by the

GRADUATE TRAINING DIVISION

OF THE MOTT PROGRAM

FLINT, MICHIGAN BOARD OF EDUCATION

with the assistance of Geoffrey Smith, Mott Program Intern

# A SURVEY OF COMMUNITY DEVELOPMENT IN COLLEGES AND UNIVERSITIES

## INTRODUCTION

As a part of its service to the community at large the office of the Graduate Training Program in Community Education has long been interested in spreading the philosophy of the community school approach to community development. In an effort to refine its own program and to extend its services to interested colleges and universities, the office distributed a questionnaire surveying the community development programs presently being conducted in the universities and colleges of the North Central Association.

## PURPOSE

This survey was concerned with assessing the extent to which universities and colleges are actively involved in the development of the communities which they serve. It was assumed that institutions of higher learning most concerned with community development would have taken steps to establish formally a community development department or division, would have involved local people in the planning and perhaps administration of a community development program, would have appointed one or more staff members to be responsible for such a program and would regard community development as an important responsibility of the institution. The questionnaire was directed to substantiating these assumptions by asking specific questions concerning these issues.

Additional information was sought regarding the future intentions of the institution in the field of community development, the area of service, and the principal elements of the community development program.

The covering letter (See Appendix A) sent with the questionnaire indicated that the sender believed that all schools, universities and colleges have an important role to play in the community development program of the area they serve. The example of the Flint Community Schools being open to the public on a day and night basis, six days a week throughout the entire year was cited and the function of the school was described as "serving the basic needs of all people, young and old alike ..... and contributing a great deal to the development of the communities in which they serve." This clearly indicated that community development was conceived as an educative process which called upon the formal educational structure of the community at all levels to provide initiative, leadership and service to the local community in the development of local social, human, natural and economic resources. Other definitions of community development exist and it is apparent that not all the respondents viewed the concept in the same manner that it was described in the covering letter.

## SAMPLE

The letter and questionnaire were sent to 375 universities and colleges in the North Central Association. Two hundred one replies (53.4%) had been received by November 30, 1965. One hundred eighty-five questionnaires (49.5%) were returned and the 16 other respondents sent letters explaining the nature of their involvement in community development. In addition, over 50 of the respondents wrote letters either raising questions about the program or inquiring about the services of the Graduate Training Program in Community Education. Each letter was acknowledged and the appropriate information was supplied.

The returned questionnaires were classified by type of institution as indicated in Table I.

TABLE I

RETURNED QUESTIONNAIRES CLASSIFIED BY TYPE OF INSTITUTION

| Type of Institution | Number of Responses |
|---|---|
| Junior Colleges | 26 |
| Liberal Arts Colleges | 79 |
| Teachers Colleges | 39 |
| Large Universities | 41 |
| TOTAL | 185 |

Table II shows the number of questionnaires sent and the number of respondents returning questionnaires in each state in the North Central Association.

TABLE II

NUMBER OF QUESTIONNAIRES SENT AND RETURNED BY STATE

| State | Sent | Returned |
|---|---|---|
| Arizona | 4 | 3 |
| Arkansas | 13 | 4 |
| Colorado | 12 | 6 |
| Illinois | 50 | 21 |
| Indiana | 22 | 12 |
| Iowa | 31 | 17 |
| Kansas | 22 | 7 |
| Michigan | 32 | 19 |
| Minnesota | 18 | 11 |
| Missouri | 33 | 15 |
| Nebraska | 12 | 6 |
| New Mexico | 6 | 2 |
| North Dakota | 7 | 3 |
| Oklahoma | 19 | 6 |
| Ohio | 41 | 27 |
| South Dakota | 12 | 7 |
| West Virginia | 18 | 9 |
| Wyoming | 3 | 0 |
| Wisconsin | 20 | 10 |
| TOTALS | 375 | 185 |

A 50% or better return was received from Arizona, Colorado, Indiana, Iowa, Michigan, Minnesota, Nebraska, Ohio, South Dakota, West Virginia, and Wisconsin. From the other states less than 50% of the questionnaires were returned. No replies were received from Wyoming. The paucity of returns from certain states made it difficult to assess fairly the extent of their commitment to community development and the direction of their efforts in this field.

## QUESTIONS

The respondents were asked to identify the position of their institution with respect to eight areas of interest related to community development activities of colleges and universities. Eight questions in the questionnaire (See Appendix B) were asked in order to assess the extent of commitment to the selected areas of interest. Some of the questions were in two parts and a total of twelve items were included in the questionnaire. The first six questions included eight items that required a Yes-No answer. The second parts of Questions 3 and 6 were open-ended to enable the respondent to make his answer quite specific by supplying whatever pertinent information he deemed necessary. Question 7, a forced choice one, asked the respondent to select one of six types of locality in which his institution exerted leadership for community development. The last question was concerned with the principal elements of the community development program and was open-ended. Finally, each respondent was asked to sign the questionnaire giving his title, the name of the institution and its location. An examination of the titles of the respondents provides some indication of the department or division which assumes community development responsibilities in various colleges and universities in the Midwest.

## PROCEDURES

The responses to each of the questions were tabulated by the type of institution and by state. Four types of institution -- the junior college, the liberal arts college, the teachers college or university, and the large comprehensive universities -- were identified as being primarily responsible for higher education. The 19 states were those whose schools are members of the North Central Association. The responses to Questions 1 through 7 are reported as tabulations with brief interpretative comments following each table. Identification of the principal elements of community development programs (Question 8) and the designations of the responsible staff members are listed in the final section of this report.

A special tabulation was made of those institutions indicating in Question 1 that they had no department or division responsible for community development but replying to Question 4 that a community development program formed part of their future plans.

## RESPONSES

In this section consideration will be given first to the total number of responses to each question, then to the responses by type of institution, and finally to the responses by state. Comment will be made on emerging patterns and trends.

Question 1. Do you have a community development department or division?

TABLE III

NUMBER OF INSTITUTIONS WITH COMMUNITY DEVELOPMENT DEPARTMENTS OR DIVISIONS

| TYPE OF INSTITUTION | RESPONSE TO QUESTION | | |
|---|---|---|---|
| | Yes | No | Total |
| Junior College | 4 | 22 | 26 |
| Liberal Arts College | 9 | 70 | 79 |
| Teachers College | 6 | 33 | 39 |
| Large University | 16 | 25 | 41 |
| TOTALS | 35 | 150 | 185 |

## TABLE III-A

### NUMBER OF STATES WHOSE INSTITUTIONS OF HIGHER LEARNING HAVE COMMUNITY DEVELOPMENT DEPARTMENTS

| STATE | RESPONSE TO QUESTION 1 | | TOTAL |
|---|---|---|---|
| | Yes | No | |
| Arizona | 1 | 2 | 3 |
| Arkansas | 0 | 4 | 4 |
| Colorado | 1 | 5 | 6 |
| Illinois | 1 | 20 | 21 |
| Indiana | 2 | 10 | 12 |
| Iowa | 2 | 15 | 17 |
| Kansas | 0 | 7 | 7 |
| Michigan | 8 | 11 | 19 |
| Minnesota | 0 | 11 | 11 |
| Missouri | 3 | 12 | 15 |
| Nebraska | 2 | 4 | 6 |
| New Mexico | 0 | 2 | 2 |
| North Dakota | 1 | 2 | 3 |
| Oklahoma | 1 | 5 | 6 |
| Ohio | 6 | 21 | 27 |
| South Dakota | 1 | 6 | 7 |
| West Virginia | 2 | 7 | 9 |
| Wisconsin | 4 | 6 | 10 |
| TOTALS | 35 | 150 | 185 |

Comments regarding Question 1:

1. Only 19% (35 out of 185) of the institutions reported having formally organized community development departments. Most departments were found in the larger universities. Sixteen of the 35 formally instituted departments were found in the larger universities (approximately 45%). The liberal arts colleges reported 9 (26%) while the junior colleges and teachers colleges had a total of 10 (28%).
2. It is interesting to note, however, that only about 40% (16 out of 41) of the larger universities responding to the questionnaire had a formally instituted community development department, while the percentage for the junior colleges and teachers colleges was approximately 15% each and for the liberal arts colleges about 12%.

3. The State of Michigan appeared to have the most community development departments and the highest proportion of responding institutions actively engaged in this field (approximately 42%). Wisconsin had 40% of its responding institutions in community development while Nebraska had 33%, Ohio 22%, and Missouri 20% representation in the field. These 5 states account for 23 of the 35 community development departments known to be established in the Midwest. The other 12 departments were found in institutions in 10 other states and 4 states reported no institutionalizing of community development activities.

Question 2. Do you use a community development committee? If there is a committee do lay people from the community serve on the committee?

TABLE IV

NUMBER OF RESPONDENTS BY INSTITUTION SAYING YES TO QUESTION 2

| Type of Institution | Use Committee | Same Committee Includes Lay People |
|---|---|---|
| Junior College | 8 | 6 |
| Liberal Arts College | 12 | 10 |
| Teachers College | 7 | 6 |
| Large University | 14 | 11 |
| TOTALS | 41 | 33 |

See Table IV-A on next page for number of respondents by state.

TABLE IV-A

NUMBER OF RESPONDENTS BY STATE SAYING YES TO QUESTION 2

| State | Use Committee | Same Committee Includes Lay People |
|---|---|---|
| Arizona | 1 | 0 |
| Arkansas | 0 | 0 |
| Colorado | 1 | 0 |
| Illinois | 3 | 3 |
| Indiana | 2 | 2 |
| Iowa | 4 | 3 |
| Kansas | 0 | 0 |
| Michigan | 10 | 7 |
| Minnesota | 0 | 0 |
| Missouri | 2 | 3 |
| Nebraska | 0 | 0 |
| New Mexico | 0 | 0 |
| North Dakota | 1 | 1 |
| Oklahoma | 0 | 0 |
| Ohio | 8 | 7 |
| South Dakota | 2 | 2 |
| West Virginia | 4 | 3 |
| Wisconsin | 3 | 2 |
| TOTALS | 41 | 33 |

Comments regarding Question 2:

1. Several respondents pointed out that the committee referred to acted in an advisory capacity only. In other cases it was assumed that the community development committee was involved in the planning, administering, and/or executing of policies designed to benefit the local community.
2. The total number of institutions using community development committees was only 41 (22%). Most respondents answering Question 1 in the affirmative also answered Question 2 affirmatively. Only 9 institutions answering Question 1 in the negative answered Question 2 in the affirmative. These 9 institutions appeared to approach community development activities without a formal cooperating

department to assume major administrative responsibilities. Not one of the 9 was a large university.

3. Although the larger universities reported the most use of community development committees, 2 of the 16 universities with community development departments responded to Question 2 negatively. The junior colleges and liberal arts colleges showed more evidence of the use of community development committees than of formally instituted departments.

4. Not all the institutions having community development committees reported that they involved lay people. At least eight did not. Lay people served on approximately three out of four of these committees established by the various institutions.

5. Approximately one-quarter of the community development committees operating in institutions of higher learning were found in Michigan and one-fifth were found in the neighboring state of Ohio. The distribution of committees among the other 16 states was quite random as was the involvement of lay people.

Question 3. Do you have one or more staff members responsible for community development? How many? (full time equivalent)

TABLE V

NUMBER OF INSTITUTIONS (By Type) REPORTING
ONE OR MORE STAFF MEMBERS RESPONSIBLE FOR COMMUNITY DEVELOPMENT

| TYPE OF INSTITUTION | RESPONSE TO QUESTION | | |
|---|---|---|---|
| | Yes | No | Total |
| Junior College | 13 | 13 | 26 |
| Liberal Arts College | 16 | 63 | 79 |
| Teachers College | 11 | 28 | 39 |
| Large University | 22 | 19 | 41 |
| TOTALS | 62 | 123 | 185 |

TABLE V-A

NUMBER OF INSTITUTIONS (By State) REPORTING
ONE OR MORE STAFF MEMBERS RESPONSIBLE FOR COMMUNITY DEVELOPMENT

| STATE | RESPONSE TO QUESTION | | |
|---|---|---|---|
| | Yes | No | Total |
| Arizona | 2 | 1 | 3 |
| Arkansas | 0 | 4 | 4 |
| Colorado | 2 | 4 | 6 |
| Illinois | 5 | 16 | 21 |
| Indiana | 3 | 9 | 12 |
| Iowa | 6 | 11 | 17 |
| Kansas | 0 | 7 | 7 |
| Michigan | 10 | 9 | 19 |
| Minnesota | 2 | 9 | 11 |
| Missouri | 5 | 10 | 15 |
| Nebraska | 3 | 3 | 6 |
| New Mexico | 0 | 2 | 2 |
| North Dakota | 2 | 1 | 3 |
| Oklahoma | 1 | 5 | 6 |
| Ohio | 10 | 17 | 27 |
| South Dakota | 3 | 4 | 7 |
| West Virginia | 5 | 4 | 9 |
| Wisconsin | 3 | 7 | 10 |
| TOTALS | 62 | 123 | 185 |

Latter half of Question 3. How many staff members are responsible for community development?

Twenty-eight institutions reported ONE staff member had full time responsibilities for community development; nine institutions reported TWO full time staff members; and the remainder reported numbers of full time staff members ranging from fractional figures to EIGHTEEN with three of these institutions reporting staffs totaling NINE or more.

Comments regarding Question 3:

1. Sixty-two institutions (34%) reported that they employed at least one staff person responsible for community development activities This implies that 27 institutions operate in this field through the efforts of staff members without establishing a formal department

or division to administer or coordinate these operations. In several instances it was pointed out that community development responsibilities came within the compass of the sociology department.

2. At least 50% of the junior colleges and larger universities reported having one or more staff members responsible for community development which may imply that these types of institutions have a greater awareness of community needs and are more sensitive about meeting these needs.
3. Less than 28% of the teachers colleges and 20% of the liberal arts colleges showed the same sensitivity to community needs. Sixteen liberal arts and 11 teachers colleges reported having one or more staff members responsible for community development which means that 7 liberal arts colleges and 5 teachers colleges have personnel but no formal department in this field.
4. The breakdown of responses by state again shows Michigan and Ohio predominant in their concern for community development. Institutions in all the other states, except New Mexico and Kansas, seem to be involved in community development through the efforts of staff members. An increasing concern seems to be evident especially in Illinois, Indiana, Iowa, Missouri and West Virginia. if the number of institutions employing community development personnel is valid evidence of increased concern.

Question 4. Are you planning a regular community development program for the future? Are you seeking personnel for this program?

See Tables VI and VI-A on the following page.

TABLE VI

NUMBER OF INSTITUTIONS (By Type) REPORTING PLANS FOR THE FUTURE INVOLVING A COMMUNITY DEVELOPMENT PROGRAM

| Type of Institution | Number |
|---|---|
| Junior College | 15 |
| Liberal Arts College | 15 |
| Teachers College | 12 |
| Large University | 20 |
| TOTAL | 62 |

TABLE VI-A

NUMBER OF INSTITUTIONS (By State) REPORTING PLANS FOR THE FUTURE INVOLVING A COMMUNITY DEVELOPMENT PROGRAM

| State | Number |
|---|---|
| Arizona | 2 |
| Arkansas | 1 |
| Colorado | 2 |
| Illinois | 6 |
| Indiana | 4 |
| Iowa | 6 |
| Kansas | 1 |
| Michigan | 10 |
| Minnesota | 2 |
| Missouri | 4 |
| Nebraska | 2 |
| New Mexico | 1 |
| North Dakota | 1 |
| Oklahoma | 1 |
| Ohio | 8 |
| South Dakota | 2 |
| West Virginia | 4 |
| Wisconsin | 5 |
| TOTAL | 62 |

Comments regarding Question 4:

1. The number of institutions responding affirmatively to this question was the same as the number answering Question 3 in the affirmative. However, not all 62 respondents answered both

questions affirmatively. This seems to imply that some institutions plan to remedy their present lack of involvement while others plan to continue using individuals (probably as consultants) in community development without making a commitment to formalize a program for training such personnel.

2. Approximately 34% of the respondents indicated that their future plans include a community development program. This figure includes those institutions having such a program at present.
3. Twenty-four institutions intimated that they would be seeking personnel for their new programs.

Of particular interest with respect to Question 4 is the number of colleges or universities answering Question 1 in the negative -- intimating that they have no community development department or division at present -- but replying to Question 4 in the affirmative, suggesting that their future plans include such a department. Twenty-seven (18%) of the 150 negative answers to Question 1 fall into this category. It is this group which will probably in the near future be requiring assistance and seeking to share the experiences of established departments or programs. Tables VII and VII-A present the breakdown of responses by type of institution and by state.

TABLE VII

NUMBER OF INSTITUTIONS (By Type) WITHOUT COMMUNITY DEVELOPMENT DEPARTMENTS AT PRESENT WITH PLANS FOR SUCH DEPARTMENTS IN THE NEAR FUTURE

| Type of Institution | Number |
|---|---|
| Junior College | 11 |
| Liberal Arts College | 6 |
| Teachers College | 6 |
| Large University | 4 |
| TOTAL | 27 |

TABLE VII-A

NUMBER OF INSTITUTIONS (By State) WITHOUT COMMUNITY DEVELOPMENT DEPARTMENTS AT PRESENT WITH PLANS FOR SUCH DEPARTMENTS IN THE NEAR FUTURE

| State | Number |
|---|---|
| Arizona | 1 |
| Arkansas | 1 |
| Colorado | 1 |
| Illinois | 5 |
| Indiana | 2 |
| Iowa | 4 |
| Kansas | 1 |
| Michigan | 2 |
| Minnesota | 2 |
| Missouri | 1 |
| Nebraska | 0 |
| New Mexico | 1 |
| North Dakota | 0 |
| Oklahoma | 0 |
| Ohio | 2 |
| South Dakota | 1 |
| West Virginia | 2 |
| Wisconsin | 1 |
| TOTAL | 27 |

The significant number of junior colleges (11 out of 27) expressing intent to formalize a community development program seems to be further evidence of the locality orientation of the junior college and its sensitivity to local community needs. Institutions in Iowa and Illinois seem to be expressing greatest concern for meeting future community needs by planning four and five new community development programs respectively. This would make a total of six community development programs in each state.

Question 5. Do you consider community development to be a responsibility of your institution?

See Tables VIII and VIII-A on the following page.

## TABLE VIII

### NUMBER OF INSTITUTIONS (By Type) ACKNOWLEDGING RESPONSIBILITY FOR COMMUNITY DEVELOPMENT

| TYPE OF INSTITUTION | RESPONSE TO QUESTION | | |
|---|---|---|---|
| | Yes | No | No Comment |
| Junior College | 19 | 5 | 2 |
| Liberal Arts College | 39 | 33 | 7 |
| Teachers College | 24 | 11 | 4 |
| Large University | 36 | 2 | 3 |
| TOTALS | 118 | 51 | 16 |

## TABLE VIII-A

### NUMBER OF INSTITUTIONS (By State) ACKNOWLEDGING RESPONSIBILITY FOR COMMUNITY DEVELOPMENT

| STATE | RESPONSE TO QUESTION | | |
|---|---|---|---|
| | Yes | No | No Comment |
| Arizona | 3 | 0 | 0 |
| Arkansas | 1 | 2 | 1 |
| Colorado | 4 | 2 | 0 |
| Illinois | 16 | 4 | 1 |
| Indiana | 5 | 5 | 2 |
| Iowa | 8 | 8 | 1 |
| Kansas | 5 | 1 | 1 |
| Michigan | 16 | 1 | 2 |
| Minnesota | 6 | 4 | 1 |
| Missouri | 8 | 6 | 1 |
| Nebraska | 4 | 2 | 0 |
| New Mexico | 1 | 1 | 0 |
| North Dakota | 3 | 0 | 0 |
| Oklahoma | 3 | 2 | 1 |
| Ohio | 18 | 5 | 4 |
| South Dakota | 3 | 4 | 0 |
| West Virginia | 8 | 1 | 0 |
| Wisconsin | 6 | 3 | 1 |
| TOTALS | 118 | 51 | 16 |

Comments regarding Question 5:

1. Responses indicate that most institutions in all 18 states are concerned about community development with 118 institutions (64%)

expressing acknowledgement of their responsibility, 35 presently having such departments, and 62 having plans for community development programs.

2. Of the 51 institutions presently claiming no responsibility for community development, 33 (66%) were liberal arts colleges and 11 (22%) were teachers colleges.
3. Again the junior colleges and larger universities showed most concern for community development with 73% of the former (19 out of 26) and 86% of the latter (36 out of 41) acknowledging institutional responsibility. Of the other types of institutions for higher education, 62% of the teachers colleges and 49% of the liberal arts colleges were concerned.
4. From these results it may be hypothesized that the broad range of clients served by larger universities with their many departments and schools, and by junior colleges with their essentially local base and diversity of offerings, sensitize these types of institutions to the varying needs of the community at large. The particularized educational objectives of the liberal arts college with stress on academic concerns and, to a lesser extent, of the teachers college with professional emphasis, seem to make these institutions less sensitive to community needs.
5. Analysis by states indicates that there is a general acknowledgement of community development responsibility. At least 50% of the institutions in all the states, except Arkansas and South Dakota, felt that they should be responsible for community development. The states forming parts of the megalopolis (alleged) from Milwaukee to Lake Erie seem to show an overwhelming concern for community development. The effects of gross urbanization seem to

be related to the growing awareness of community development needs among institutions of higher learning.

Question 6. Can our office assist you in your community development program? How?

TABLE IX

NUMBER OF INSTITUTIONS SEEKING ASSISTANCE FOR THEIR COMMUNITY DEVELOPMENT PROGRAM

| STATE | TYPE OF INSTITUTION | | | | TOTAL |
|---|---|---|---|---|---|
| | Jr.Coll. | Lib.Arts | Teach.Coll. | Large Univ. | |
| Arizona | 1 | 0 | 0 | 1 | 2 |
| Arkansas | 0 | 1 | 1 | 0 | 2 |
| Colorado | 0 | 1 | 3 | 0 | 4 |
| Illinois | 4 | 3 | 0 | 3 | 10 |
| Indiana | 1 | 3 | 0 | 3 | 7 |
| Iowa | 2 | 1 | 1 | 2 | 6 |
| Kansas | 0 | 1 | 2 | 0 | 3 |
| Michigan | 6 | 3 | 0 | 4 | 13 |
| Minnesota | 1 | 1 | 1 | 0 | 3 |
| Missouri | 1 | 1 | 2 | 2 | 6 |
| Nebraska | 0 | 0 | 0 | 2 | 2 |
| New Mexico | 0 | 0 | 0 | 0 | 0 |
| North Dakota | 0 | 0 | 2 | 1 | 3 |
| Oklahoma | 0 | 0 | 0 | 1 | 1 |
| Ohio | 1 | 4 | 1 | 5 | 11 |
| South Dakota | 0 | 2 | 1 | 0 | 3 |
| West Virginia | 0 | 5 | 1 | 1 | 7 |
| Wisconsin | 0 | 1 | 2 | 0 | 3 |
| TOTALS | 17 | 27 | 17 | 25 | 86 |
| TOTAL RESPONDENTS | 26 | 79 | 39 | 41 | 185 |
| PER CENT SEEKING ASSISTANCE | 67.9% | 43.9% | 43.6% | 61% | 46.9% |

Comments regarding Question 6:

1. The last three lines of Table IX suggest that many colleges and universities are concerned about being fully informed on programs

and developments in other areas. It is interesting that the junior colleges with their heavy local enrollments and their relatively recent establishment represent the largest group (percentage wise) seeking assistance in the development of these programs. The large universities also seek more information on community development programs and seem willing to share their experiences with others of like interest.

2. The kind of assistance that other institutions sought was mainly informational. Typical of the replies to this question were:

   a. "Provide us with materials explaining successful programs in other communities .... consultants."

   b. "Mail to us information of specific programs developed for this project. Outline guidelines for integrating such programs into the educational programs of the university ...."

3. Frequently respondents suggested that cooperation between the Graduate Training Program office and the other institution in such matters as sharing new ideas, discussing the program, contacting top administration, and assisting in evaluation would be useful forms of assistance. Some persons who were more familiar with the Flint situation suggested that ideas on specific aspects of the Flint program be more widely disseminated.

Question 7. What is the community in which you are extending leadership for community development?

TABLE X

AREA OF LEADERSHIP DESIGNATED BY SIZE OF REGION AND BY TYPE OF INSTITUTION

| Size of Region | Junior College | Liberal Arts College | Teachers College | Large University | Total |
|---|---|---|---|---|---|
| City | 5 | 16 | 4 | 6 | 31 |
| Part of City | 0 | 1 | 0 | 2 | 3 |
| County | 5 | 9 | 0 | 2 | 16 |
| Group of Counties | 1 | 5 | 7 | 2 | 15 |
| Section of State | 4 | 4 | 9 | 5 | 22 |
| Entire State | 1 | 0 | 1 | 9 | 11 |
| TOTALS | 16 | 35 | 21 | 26 | 98 |

Comments regarding Question 7:

1. More respondents answered this question than any other relating to the specifics of their activities. Since only 35 institutions stated that they had a formal community development department and only 62 stated that one or more full time staff members were responsible for it, it must be assumed that some institutions are either referring to their area of leadership in their normal activities or are generalizing the term "community development" to include any activity in which they are involved in the community. No evidence is presented to show whether such activities are based on educational or developmental principles, or whether such activities are available to and desired by the community as a whole.
2. Because of the smallness of the sample, generalizations about the the extent of the area through which universities and colleges extend leadership in community development have only limited validity. Certain trends, however, do seem apparent.
3. Both junior colleges (10 from 16) and liberal arts colleges (25 from 35) have a strong orientation to the local area, i.e. the city or the county, where presumably they are located. Teachers colleges seem to assume leadership in larger areas, i.e. groups of counties or sections of states, as the responses of 16 of the 21 colleges in this group indicate. Large comprehensive universities, on the other hand, are more active on a state-wide basis (9 out of 26) though it is also apparent that they have assumed leadership responsibilities in communities of all sizes, especially in the city. Historically, certain universities have tended to represent the entire state or a large metropolis in matters of academic

significance, while teachers colleges by their dispersed locations have more frequently represented regional viewpoints in such matters. The precedence set in other fields seems to have continued in the matter of community development leadership.

4. Caution in interpreting the extent of university or college leadership is advisable, however, since some of the responses may be conditioned by the assumed, rather than actual, responsibilities of the institution in this field. For example, one institution reported that it cooperated with various local groups although it had no machinery for implementing the programs that it was involved in initiating.

Question 8. What are the principal elements of your community development program?

In listing the various components of the programs, the respondents tended to indicate that each college or university has its own definition of community development. This may be a function of the localized nature of the needs of each different community and of the outlook and resources available at the different institutions. Sanders points out that there are four generalized viewpoints toward community development.[1] There are some who view it as a process where the important consideration is what happens to people, as individuals, and to the community as a whole. A second viewpoint regards community development as a method, embracing both process and objectives, and directed toward the fulfillment of specific ends. Individuals serve as means toward the end, though they will frequently benefit from participation. A third viewpoint focuses on community development as a program, emphasizing the activities being conducted within

[1] Irwin T. Sanders, The Community: An Introduction to a Social System, Ronald Press, New York, 1958, p. 238.

the community and incorporating those elements previously identified as method. Finally, community development may be thought of as a social movement. This concept suggests that the idea of local improvement has to be "sold" to the community and that a kind of crusading zeal is required for the activities that are involved. From the lists of elements presented on pages 22-26 it is evident that each viewpoint is represented. Additional data was obtained from letters and brochures of respondents who did not complete the questionnaire.

In organizing the program elements of the various responding universities and colleges, the four dimensions that Malcolm Knowles previously used to classify the constituent parts of adult education have been adapted for a similar classification of the elements of community development.[2] The dimensions used are institutions, programs, methods, and clientele. The responses of those institutions having community development departments or divisions, or having one or more persons active in the field were classified in terms of these dimensions.

Few respondents defined the elements of their program along each of the four dimensions but evidence is available from the totality of questionnaires and in some instances from explanatory letters, that this approach to classifying the responses is fairly inclusive. The frequency of each element was not recorded. Some elements were reported many times and were deemed to be general characteristics. Those elements reported less frequently are recorded under specific characteristics along with the name of the institution which first reported it in our tabulations. This does not imply that the named institution has any special claim to the characteristic noted, although there is a certain uniqueness about some of the characteristics.

Institutions

The institutional dimension is concerned with the organization or agency that admitted to having an immediate responsibility for the community

[2] Malcolm S. Knowles, Editor, Handbook of Adult Education, Adult Education Association of U.S.A., Chicago, Illinois, 1960.

development services of the institution.

1. General

Adult High School
Continuing Education Department or Division
University Extension Service
Evening or Night School
Evening College
Cooperative Extension Service
Community College
Summer School
Field Services Division

2. Specific

| | |
|---|---|
| Human Development Corporation | George Washington University |
| Center for Economic Development and Technical Assistance | Central Michigan University |
| Center for Community Advancement | Albion College |
| Special Committee of Chamber of Commerce | Hannibal College |
| Bureau of Municipal Research | Kalamazoo College |
| Center for Urban Studies | University of Akron |
| College and Community Center | Vincennes University |
| Community Development and Research Center | Glenville State College |
| Community Clearing House (for information, etc.) | University of Toledo |
| Industrial Relations Center | Indiana Central College |
| Center for Regional Studies | University of Kansas |
| School of Business Bureau for Institutional Research | University of Kansas |
| Speakers Bureau | Wartburg College |
| Center for Advanced Study | Evansville College |
| Institute for Executive Growth | Earlham College |
| Office of Extended Services | Ball State University |
| Community Leaders Advisory Board | Albion College |
| Institute of Public Affairs | University of Iowa |
| Institute for Civic Education | University of Akron |
| Area Adult Education Council | University of Akron |
| Institute of Rehabilitation | DePaul University |

Programs

The program dimension refers to the formally organized sequences of courses and classes designed to benefit the individual and the community generally and to the services especially developed to meet local needs. Some overlap in distinguishing the characteristics is recognized.

1. General

Retraining Programs
Special Campus Events
Adult and Continuing Education Programs

Technical and Vocational Programs
Extended Day Classes
Refresher Courses
College Credit Courses
College Non-credit Courses
Health Studies

2. Specific

| | |
|---|---|
| Social Problems Analysis and Action Programs to Deal with These Problems | Earlham College |
| Advance Placement Service for Gifted Students | Hope College |
| Inservice Policy Seminars and Conferences | University of Toledo |
| Weekly Community Issues Luncheon | University of Akron |
| Community Leaders Internship Program | University of Akron |
| Weekly Breakfast Roundtable | University of Akron |
| "Duo-Specialist" Project (Inservice Teacher Training Program) | University of Arizona |
| Graduate Program in Community Development | Ball State University |
| Peace Corps Training Program | University of Missouri |
| Fine Arts Program for the Community | Albion College |
| Master of Social Work Program | George Washington University |
| Community Self Study | Southern Illinois University |
| Community Research Program | Northern Michigan University |
| Programs for People Working with Children and Adults Handicapped in Speech and Hearing | DePaul University |
| Faculty Participation in Neighborhood Programs for Training of the Pre-School Child | DePaul University |
| Travel Series -- Lectures and Films | Milwaukee Vocational |
| City Development Services | Sioux Falls College |
| Remedial Program for High School Graduates Wanting Some College Experience | Kendall College |
| Interdepartmental Studies | University of Omaha |
| Operation Headstart | Alderson-Broaddus College |
| Remedial Reading Program | Alderson-Broaddus College |
| Special Programs in Urban Studies | Loyola University |
| Inservice Programs for Community Development Workers | Marshall University |
| Urban Regionalism Program | Kent State University |
| Community Organization | George Williams College |
| Group Studies | George Williams College |
| Human Relations Programs | George Williams College |
| Leadership Training Programs for Volunteers and Professionals | Western Reserve University |
| Anti-poverty Programs | University of Detroit |
| Graduate Training Program in Community Education | Eastern Michigan University and Michigan State University -- Flint Campus |
| Computer Instruction Program | Illinois Institute of Technology |
| Regional Data Services and Background Projections | University of West Virginia |

| | |
|---|---|
| State Policy and Intergovernmental Relations Analysis | University of West Virginia |
| Functional Program Planning | University of West Virginia |
| Private Investment and State Program Planning | University of West Virginia |
| Development Goals, Ojbectives and Evaluation Analysis | University of West Virginia |
| Multi-disciplinary Programs | Michigan State University |
| Community Development Publications Service | Michigan State University |

Method

The method dimension is concerned with the means and procedures which the various respondents stated were adopted by their institution in furthering their community development program.

1. General

Analysis of community needs and the development of means to cope with them
Involvement of the community in solving common problems once they have been identified
Institutes
Clinics
Workshops
Conferences
Cultural enrichment lectures and exhibitions
Faculty members serving on local committees and programs
Short courses
Availability of institutional resources for all kinds of local activities
Relating the institutional resources to the needs of people in the immediate vicinity

2. Specific

| | |
|---|---|
| Provision of expert consultative services to governmental agencies and community groups | University of Toledo |
| Utilization of mass communication media to extend the resources of the university | University of Toledo |
| Preparation of students to assume citizenship responsibilities through participation in community projects | Albion College |
| Provision of consultative services for informal training programs for leaders | University of Iowa |
| Research -- economic base studies, retail trade studies, attitude studies | University of Iowa |
| Drive-in meetings - on and off campus | Ball State University |
| Adult education consultants | Ball State University |
| Organizing, planning and implementing the community school concept | Northern Michigan University |

| | |
|---|---|
| Television | Milwaukee Vocational |
| Community concerts | Lake Erie College |
| Community theater | Lake Erie College |
| Student action groups | Spring Arbor College |
| Membership on Business and Industry Intercollegiate Council | University of Dubuque |
| College Radio Station cooperating with various local service groups | Michigan State University |
| Development of a regional plan for improvement through inter-institutional cooperation | Glenville State College |
| Serve as a "pilot" type organization so that new methods and techniques in community and area improvement can be developed | Glenville State College |
| Institutional studies pertaining to curricula of university and new approaches to instruction in this field | Wichita State University |
| Provision of specialized resources for development of promising projects | Glenville State College |
| Computer center facilities available to business and industry in the area | Beloit College |
| Student volunteers working with various agencies | Principia College |
| Professional help in securing federal assistance | Chadron State College |
| Resource identification, evaluation and projection | North Dakota State University |

Clientele

The term "clientele" is used to refer to particular groups within the community that could benefit from the provision of community development services by an institution of higher learning.

The resources of most institutions working in community development are alleged to be available to all who need them in the community. Formal institutional programs at the graduate or undergraduate level seem to be directed toward students in education, sociology, social work and economics. The less formalized programs and services seem to be aimed largely at community leaders and agency personnel. In a number of instances, institutions reported specially prepared inservice programs for particular groups in the community. These included:

(See next page for list.)

Professional training programs for town, city and state officials (University of Iowa)
Management and executive leadership courses (Indiana Institute of (Technology)
Policy conferences and seminars for high level policy workers (University of Toledo)
Administrative training program for government officials (University of Akron)
Training programs for city policemen, food store managers, etc. (Kendall College)
Educational programs for non-high school graduates (Northeastern Junior College)

## Designation of the Respondents

In an effort to determine who had the responsibility for community development services the designation of the respondents was recorded. However, only those institutions replying in the affirmative to either Question 1 or Question 3 or both, or those indicating in Question 8 that the institution was making some endeavors in the field of community development (in its broadest sense) were included in this sample. It was assumed that the person who completed this questionnaire either had full time responsibilities for or was at least very aware of the institution's commitment to community development. It must be admitted that since the questionnaire was addressed to the president of each institution, it is possible that the president obtained the required information from the person actually responsible. In these instances it is less easy to identify the locus of responsibility for community development. Eighty-five replies were considered affirmative and these were grouped into three categories -- college and university administrators, service program personnel and instructional personnel. The designations of the respondents were:

## College and University Administrators

| | | |
|---|---|---|
| Presidents | | |
| of Junior Colleges | 5 | |
| of Liberal Arts Colleges | 13 | |
| of Teachers Colleges | 2 | |
| of Large Universities | 6 | 26 |
| Vice Presidents | | |
| of Liberal Arts Colleges | 3 | |
| of Large Universities | 5 | 8 |

| | | |
|---|---|---|
| Assistants to the President | | 5 |
| Deans of Colleges | | |
| of Liberal Arts Colleges | 4 | |
| of Teachers Colleges | 3 | 7 |
| Dean, University Center for Continuing Education | 1 | |
| Dean, College of Teacher Education | 1 | |
| Dean, Community Education | 1 | |
| Academic Dean | 1 | 4 |

Service Program Personnel

| | | |
|---|---|---|
| Directors | | |
| of Extension Services | 4 | |
| of Extended Services | 3 | |
| of Cooperative Extension Services | 1 | 8 |
| Directors of Development | 3 | |
| Program Directors | 2 | |
| Director, Special Services | 1 | |
| Director, Special Educational Service | 1 | |
| Director, Institute of Community Development | 1 | |
| Director, Community Development and Research Center | 1 | |
| Director, Community Relations | 1 | |
| Director, Adult Education | 1 | |
| Director, Community Development Services | 1 | |
| Director, Adult Admissions and Records | 1 | |
| Director, Humanitarian Service Project | 1 | |
| Director, Evening Division | 1 | 15 |
| Other Specialists | | |
| Community Development Specialist | 1 | |
| Public Relations Officer | 1 | |
| Community School Consultant | 1 | |
| Community Services Coordinator | 1 | 4 |

Instructional Personnel

| | | |
|---|---|---|
| Chairmen of Departments | | |
| of Regional and Community Affairs | 1 | |
| of Education | 1 | 2 |
| Professors | | |
| of Education | 2 | |
| of Sociology | 2 | |
| of Social Work | 1 | |
| of City and Regional Planning | 1 | 6 |
| TOTAL | | 85 |

Comments regarding Question 8:

Although the largest group of respondents were the administrators of the 85 institutions in this sample -- the Presidents, Vice Presidents, Assistants to the President, and Deans -- who completed 50 (58.8%) of the questionnaires,

the diversity of the titles of the other respondents implies that there are few common approaches to the problem of extending university or college resources to meet the needs of the neighboring community. In view of the fact that only 35 institutions had formal community development programs, it is evident that many of the activities endorsed by colleges and universities in helping the local community to improve itself are marginal to the normal instructional responsibilities of the institutions. Further indication of this viewpoint may be evidenced by the low incidence of responses from persons in instructional roles -- professors and department chairmen. Only eight questionnaires were completed by this group. In many instances (assuming that the respondent was responsible for or aware of his institution's community development endeavors) it seems apparent that universities and colleges have viewed their role as a service function, whereby they provide consultation, do research or make available the resources of the institution. The eight extension directors, the fifteen other directors and the four other specialists each have titles which suggest a service rather than an instructional role. No evidence was obtained to assess how well the administrative, service and instructional functions of each college or university were integrated and coordinated in their commitment to community improvement.

## SUMMARY

Awareness of community development in its many forms and phases is apparently becoming stronger in many colleges and universities in the North Central Association. Approximately 50% of the institutions of higher learning that were contacted returned the completed questionnaire.

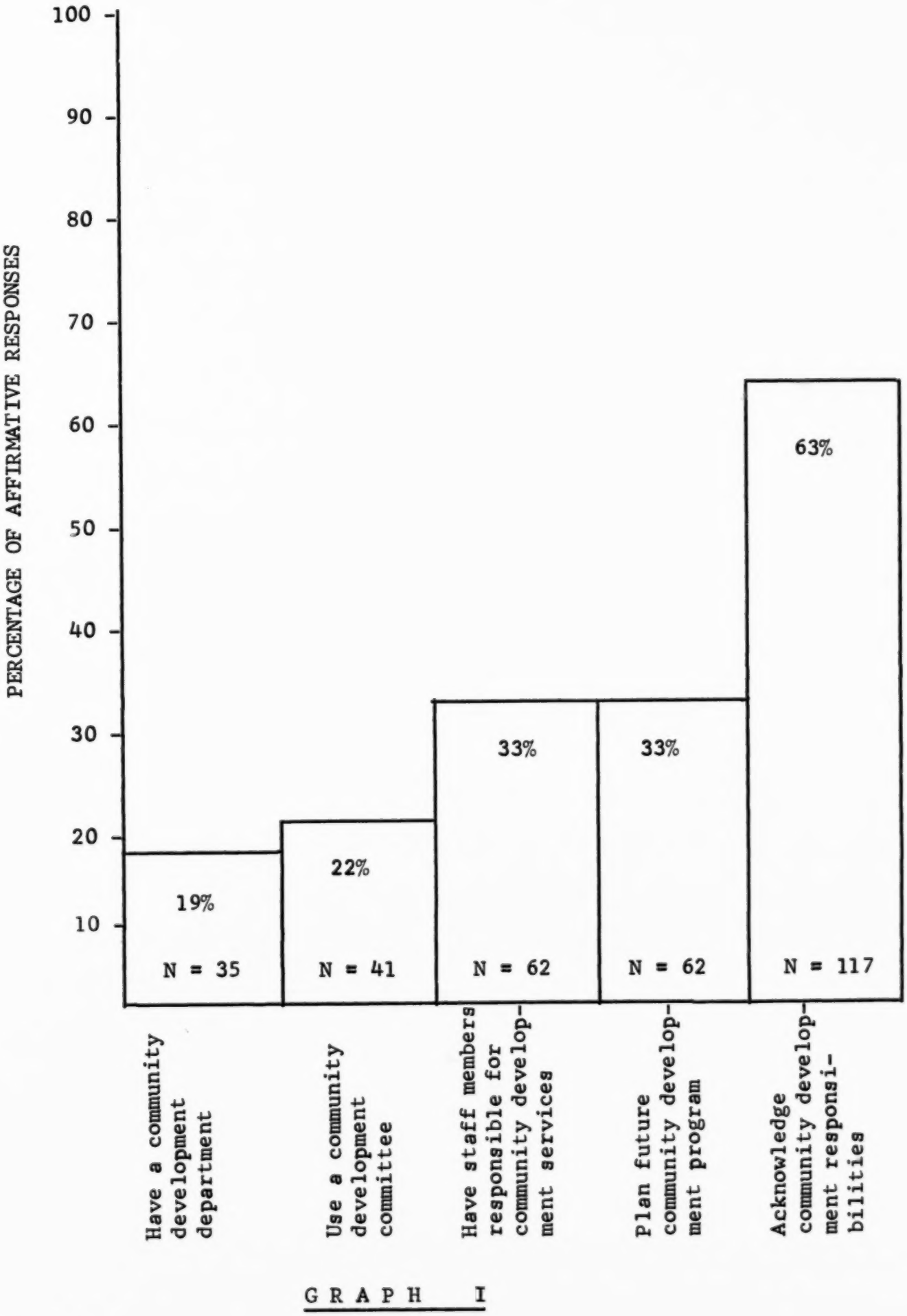
It is evident that there is a trend in the degree of commitment to community development among the responding institutions. The specificity

of commitment is illustrated in Graph I, which is a summary of the affirmative responses to Questions 1 through 5 for all respondents. The most specific question (No. 1. Do you have a community development department?) received the lowest affirmative response (19%) while the least specific question (No. 5. Do you consider community development to be a responsibility of your institution?) received the highest affirmative response (63%). More colleges and universities use a community development committee than have a community development department. Even more assign community development services to a full time staff member, frequently one in the sociology department, while the majority consider community development to be a responsibility of the institution. Responses indicate that there is a considerable variety of definitions of community development and that not all of them concur with the descriptive definition of the term used in the covering letter.

The specificity of commitment among the types of institutions is evident from Graph II on page 31. The same trend appears as in Graph I. The more specific questions -- about departments and committees -- received lower affirmative responses from each type of institution than the less specific questions related to future programs and institutional responsibility. Graph II also illustrates the greater degree of commitment to community development that the large universities have than the other institutions. While the majority of junior colleges and teachers colleges are concerned about their community development responsibilities, it is evident from the responses to Questions 3 and 4 -- staff members and future programs respectively -- that the junior colleges are presently exercising more initiative in meeting the challenge of local improvement. The philosophic base of many liberal arts colleges seems to be an inhibiting factor with respect to community development. However, community development concerns

SUMMARY OF THE AFFIRMATIVE RESPONSES TO QUESTIONS 1-5 FOR ALL INSTITUTIONS

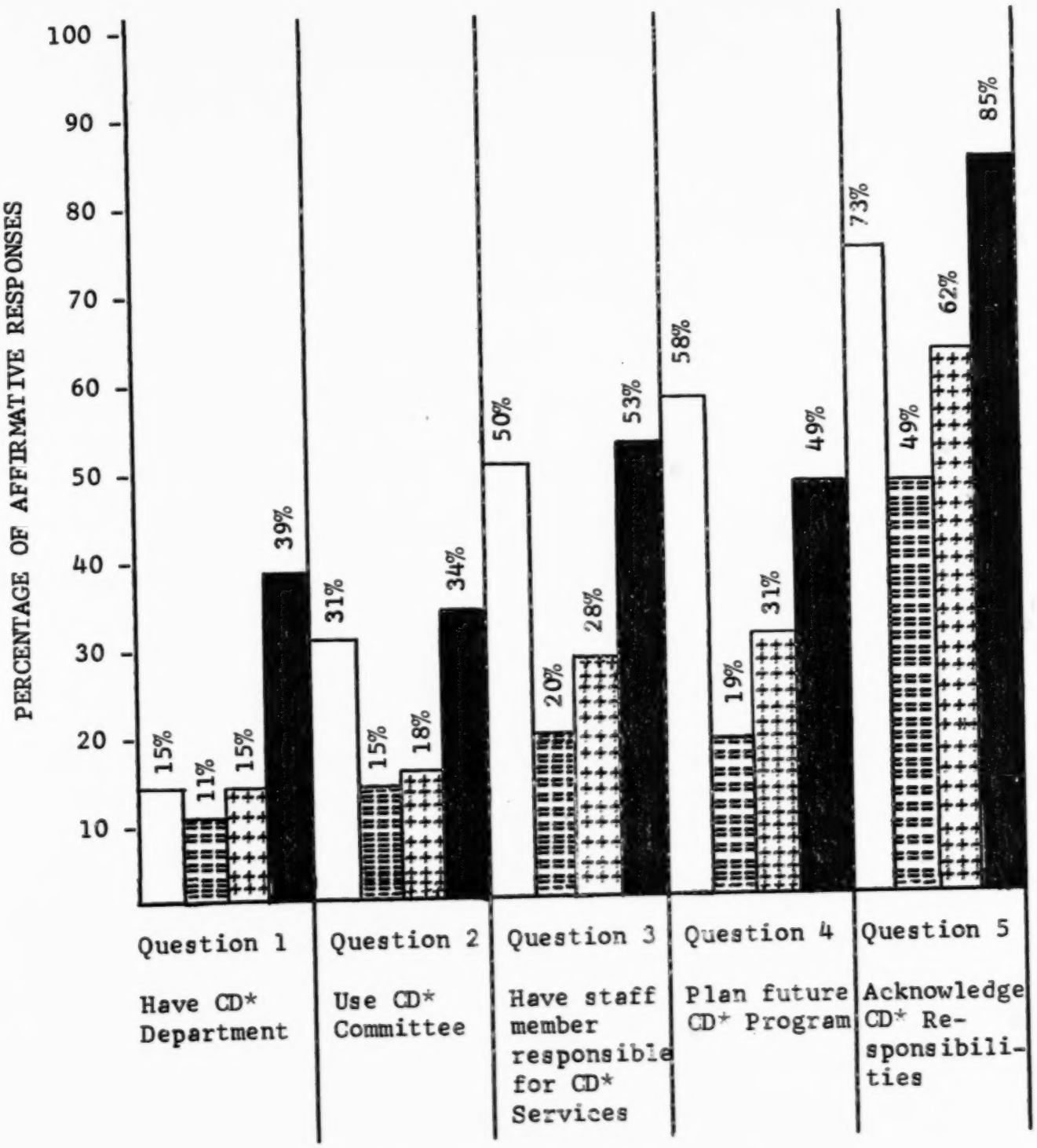
N = 185
(Reported as percentages)




GRAPH I

SUMMARY OF AFFIRMATIVE RESPONSES TO QUESTIONS 1-5 BY TYPE OF INSTITUTION

(Reported as Percentages)




GRAPH II

and programs appear to be within the academic and social compass of many liberal arts colleges. Despite the optimistic trend suggested by both Graphs I and II, responses to Questions 1 and 2 indicate that few institutions, with the possible exception of the large universities, have made any serious attempt to institutionalize their community development efforts.

Regionally the responses suggest that the greatest concentration of effort is found in the Great Lakes states -- Wisconsin, Illinois, Michigan and Ohio -- but it is also apparent that some excellent programs are being generated in almost all areas of the Midwest. Table X indicates that institutions located in or near cities are particularly concerned and actively involved in community development activities. Table X also shows that large universities tend to be more diverse in their selection of locale of operation, while teachers and liberal arts colleges operate on a regional basis.

The diversity of activities that are described as community development is shown from the responses to Question 8. Certain common elements, such as adult education programs, consultative services and use of institutional facilities, appeared frequently while some institutions reported unique programs. The elements of the various programs were classified in terms of institutional, program, methodological and clientele dimensions. Equally diverse apparently are the titles of the individuals responsible for initiating community development activities. No conclusive evidence was obtained about the nature of the signing individual's role but it seems that the majority were in administrative or service positions.

This survey tends to indicate that community development as a field is in a state of flux and that there are some indications of future institutionalization of the field. The present diverse range of community development activities suggests that the uniqueness of community development is found in its adaptability to new situations.

# APPENDIX

APPENDIX A

# GRADUATE TRAINING PROGRAM in Community Education

MOTT SCIENCE AND APPLIED ARTS BUILDING • ROOM 236 • 1401 EAST COURT STREET • FLINT, MICHIGAN 48503

W. FRED TOTTEN, DIRECTOR
CE 8-1631 EXT. 278

*Sponsored by*
*Mott Program Flint Board of Education*
*in cooperation with*
*Eastern Michigan University and Michigan State University*

Current Date

Name of President
Name of University
City and State

Dear President:

School officials in Flint, Michigan believe that all schools, colleges, and universities have an important role to play in the community development program of the communities of which they are a part. To this end all of Flint's public schools have been converted into community schools. They are all open to the public on a day and night basis, six days each week, and during the entire year. The schools are serving the basic needs of all people, old and young alike, and are contributing a great deal to the development of the communities in which they exist.

Our office is working with a number of colleges and universities that are building programs or expanding their services for community development. In some instances "community" means only the city or county in which the college or university is located. In other instances the community for development is a group of counties, a region, or the entire state.

In order for our office to further extend its services to colleges and universities we are making a survey of community development programs being carried on by institutions of higher learning.

If you can spare a few minutes you can be of great help to us by completing and returning the enclosed questionnaire. Any materials you can send descriptive of your community development program will be greatly appreciated.

Sincerely yours,

W. Fred Totten

W. Fred Totten
Director

WFT:mkc
Enclosures

APPENDIX B

QUESTIONNAIRE

COMMUNITY DEVELOPMENT IN THE COLLEGE OR UNIVERSITY

| | | Please Circle | |
|---|---|---|---|
| 1. | Do you have a community development department or division? . . . . . | Yes | No |
| 2. | Do you use a community development committee? . . . . . | Yes | No |
| | If there is a committee do lay people from the community serve on the committee? . . . . . | Yes | No |
| 3. | Do you have one or more staff members responsible for community development? . . . . . | Yes | No |
| | How many?_____(full time equivalent) | | |
| 4. | Are you planning a regular community development program for the future? . . . . . | Yes | No |
| | Are you seeking personnel for this program? . . . . . | Yes | No |
| 5. | Do you consider community development to be a responsibility of your institution? . . . . . | Yes | No |
| 6. | Can our office assist you in your community development program? . . . . . | Yes | No |

How?_____

_____

_____

7. What is the community in which you are extending leadership for community development? (Please underline.) City Part of city County Group of counties Section of state Entire state Other_____

8. What are the principal elements of your community development program? (please use back of page if you need additional space.)

a._____

b._____

c._____

d._____

e._____

Signed_____

Title_____

Institution_____

Location_____

ERIC Clearinghouse

NOV-4 1968

on Adult Education

Inquiries should be addressed to:

MOTT GRADUATE TRAINING PROGRAM
236 Mott Science Building
1401 East Court Street
Flint, Michigan 48503